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Early childhood education under the impact of pedagogical issues

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DESCRIPTION

The contemporary social and cultural changes have had a significant impact on ideas about childhood. It has been noted that how society views childhood affects the services that are provided for kids. In addition to having a universal component, new methodologies in childhood studies imply that infancy also contains a cultural and social process. Because childhood is socially structured, children should be seen as independent individuals in social life and social processes. These new paradigms' focus on children's social lives increased the importance of children's rights. Over the past ten years, the child-centered pedagogy that was suggested in the new curriculum has been put into practise. It explores strategies for implementing and maintaining pedagogical reforms in the context of the classroom by examining the shifting realities of early childhood teachers' work. The teaching profession as a whole is experiencing constant change and difficulty; in addition to continuous educational developments that are redefining teachers' roles, rising teacher attrition and turnover. This study intends to evaluate existing pre-school practise and to explore what should be done in the future since pedagogical practise has been highlighted as a crucial aspect of pre-school children's learning and developmental achievements.

The literature on high-quality early childhood education highlights the significance of learner-centred pedagogy in the classroom. According to its definition, Learner-Centred Pedagogy (LCP), often referred to as child-centered learning, is a type of education that primarily focuses on the needs and interests of the students rather than those of other parties participating in the system, such as instructors and administrators. In this method, the teacher's role is to assist learning while concentrating on the needs, interests, and learning preferences of the students. According to earlier research, a teacher's inability to effectively instruct young children is directly

related to the children's failure to meet developmental milestones and goals, which has a negative impact on their future employment and careers. It is likely that Tanzanian early childhood educators lack sufficient expertise about Learner-Centred Pedagogy (LCP). In the Ministry of Education Strategic Plan (2010-2014), it is suggested that more elementary education programmes should incorporate initiatives aimed at fostering a culture of democracy among pupils. Children's participation was taken into account in the creation of the Preschool Education and Elementary Education Standards, for instance.

One of these criteria, "child engagement in school administration," which is a substandard of "educational management," states that opportunities are given for kids to actively participate and express their thoughts. The goal of these criteria is to develop a national standard for the right to participate while also determining how much each school values the children's right to engage in the educational process. Although these criteria are an important undertaking, they have not been implemented well and might be improved in terms of the right to participate. The Social Activities Board, School Student Council, and Psychological Counseling and Guidance Services Executive Committee offer services in elementary schools to encourage student participation. One of the crucial actions made to create a democratic school culture is the Democracy Education and School Councils Project, which was launched by the Ministry of Education in 2004. Between 2011 and 2014, the Head Council of Education and Morality, the Central Finance and Contracts Unit, the European Commission, and the Council of Europe jointly managed the Democracy Generation: Democratic Citizenship and Human Rights Education (EDC/HRE) Project. Through in-service training, this initiative aims to better the educational programs and resources, train teachers and school employees, and raise awareness.